



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	518	Elementary schools (includes K-8)
	126	Middle/Junior high schools
	127	High schools
	3	K-12 schools
	<b>774</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 7803

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	14	3	17	6	0	0	0
K	50	52	102	7	0	0	0
1	51	55	106	8	0	0	0
2	44	50	94	9	0	0	0
3	36	37	73	10	0	0	0
4	46	43	89	11	0	0	0
5	53	43	96	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							577

6. Racial/ethnic composition of the school:      0 % American Indian or Alaska Native  
    12 % Asian  
    7 % Black or African American  
    41 % Hispanic or Latino  
    0 % Native Hawaiian or Other Pacific Islander  
    30 % White  
    10 % Two or more races  
    **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 13 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	39
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	70
(4)	Total number of students in the school as of October 1.	544
(5)	Total transferred students in row (3) divided by total students in row (4).	0.129
(6)	Amount in row (5) multiplied by 100.	12.868

8. Limited English proficient students in the school: 13 %

Total number limited English proficient 76

Number of languages represented: 17

Specify languages:

Armenian, Cambodian, Cantonese, Other Chinese, Ibo, Japanese, Indonesian, Korean, Russian, Mongolian, Spanish, Farsi, Tagalog, Urdu, Vietnamese, Mandarin, Hindi

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 261

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 81

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>2</u> Orthopedic Impairment
<u>      </u> Deafness	<u>6</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>      </u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>      </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>      </u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>      </u> Multiple Disabilities	<u>21</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>23</u>	<u>      </u>
Special resource teachers/specialists	<u>1</u>	<u>      </u>
Paraprofessionals	<u>8</u>	<u>11</u>
Support staff	<u>6</u>	<u>9</u>
Total number	<u>39</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 25 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	94%	92%	93%	92%	91%
Teacher turnover rate	10%	0%	3%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

The Teacher attendance percentage ranges from 91%-94% as we have had several teachers who have had prolonged medical or family related issues such as: difficult pregnancies of prolonged bedrest and hospitalization, employee illnesses, immediate family illnesses, and deaths in the family.

The Teacher turnover rate is quite low until last year. However due to the severe budget cuts facing our district and the state of California, three of our teachers were part of the Reduction in Force for the 2008-2009 school year. In the 2006-2007 school year, one of our teachers had a baby and decided to stay at home. However the next year she did come back as a part time coordinator.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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**Superior's Quest for Excellence for ALL Students** is the guiding vision that defines our school's high expectations for all students and stakeholders. Our collective mission is, "Superior Street Elementary, as a multicultural and diverse learning community, prepares each student for academic, social, and personal success by providing a safe, supportive, challenging, and meaningful environment. Through the partnership of students, families, community members, teachers, staff, and administrators, students will reach their full potential as lifelong learners who will strive to be a positive influence on society." The question we pose to our staff is, "Is this a school you would send your own child to?" The answer is overwhelmingly, "Yes" and they do!

Superior has reached many milestones such as the 2008 California Distinguished School, Quadruple Crowned Title I Academic Achievement Award School, an ARTS Program School, a School for Advanced Studies and a Second Step Model School. We are proud to be one of the top schools in the state of California with an Academic Performance Index (API) of 905! Our success story is demonstrated by the significant increase of our 631 API in 1999, to 905 API in 2009, 274 points!

Superior is embedded with many traditions that bring the students, staff, parents, and community together. We celebrate the rich and ethnic diversity of our students at our Annual Multicultural Day. We praise our students' academic and social successes at Student of the Month and Monday Morning Assemblies. Students learn the spirit of giving through our Annual Halloween Candy Split for the homeless and military serving our country. Our Annual Jog-a-thon teaches students the importance of physical exercise. Volunteers from our business partner, 3M Corporation, teach our students about economics through the Junior Achievement Program. We honor our volunteers at a Volunteer Ceremony and Tea and our teachers and staff at a Staff Appreciation Luncheon. Our Carnival, Sparkle Days, Halloween Parade, Book Fairs, and Kindergarten Roundup are all part of the spirit of our Superior School. These traditions embrace our school community with a quilt of warmth.

Superior has a rich diversity of students mirroring the urban Los Angeles community represented by Hispanic, White, Black, Asian, Filipino, and others. Forty three percent of our students are Title 1 on free and reduced price lunches, fourteen percent are Gifted, eleven percent are English Learners, and twelve percent are Special Education Students. All of our students are respected and we believe that every child can reach their highest potential with the support of our school, their parents, and the community.

We strongly believe that our success is a reflection of the collaboration of all Stakeholders. Our teachers, coordinator, and administrators collaborate weekly in grade level and professional development meetings. They plan strategically instructional lessons, analyze student data, and refine their strategies and practices to meet the needs of every child.

Parent and community involvement is evident throughout the campus. Superior's PTA has been recognized as the Number One PTA in the 31<sup>st</sup> District with the highest membership at 200%. Dedicated volunteers enthusiastically help in the classrooms and at all school events, logging over ninety thousand hours. Our parents, community, teachers, and administrators participate in decision making in our Local Leadership Council, School Site Council, English Learner Advisory Council and Compensatory Education Advisory Council.

We believe we have created a learning community that values each stakeholder's contributions to Superior Street School. This "Superior" family environment ensures the academic, physical, and social-emotional success for all our students and staff as they continue to reach for the stars. "Cougars, Cougars sure are great, that's why we celebrate!" We ROAR loudly to become a Blue Ribbon School!

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Superior Street Elementary School participates in the California Standardized Testing and Reporting Program (STAR), a criterion-referenced test, which tests students in second through fifth grades in Language Arts and Mathematics. The California Standards Test (CST) is aligned with the California State Standards for each grade level and Los Angeles Unified District's curriculum. First and third grades were given the California Achievement Test 6 (CAT6), Norm Referenced Test, from 2005 – 2008.

The Academic Performance Index (API) is a numeric index or scale ranging from 200 to 1000 points that relates to a school's performance level based on the above mentioned tests. The target score for California State Schools is 800 API. We are proud that our API is 905, reflecting a significant and continued growth pattern from 2005 at 842 of 63 points! It has been transformational when you see our 274 point gain over the 10 year period of time since 1999 when we began at 631 API.

The CST reflects directly to the California State Adopted Standards in Reading and Math. Results are divided into five bands: Far Below Basic, Below Basic, Basic, Proficient, and Advanced Levels. According to No Child Left Behind, Annual Measurable Objectives (AMO), the goal for the 2008/2009 school year for English Language Arts Proficiency and Advanced Levels is 46% and Superior's was 74%, 28% points above the AMO. The Annual Measurable Objective for 2008/2009 in Mathematics was 47.5% and Superior's was 90%, 42.5% above the AMO.

All grades levels have shown marked growth in English Language Arts (ELA) and Mathematics. Over the past five years from 2005 until 2009 our second through fifth grades have made the following increases in ELA: Second increased 21%, Third increased 12%, Fourth increased 2%, and Fifth increased 8%. In second through fourth grades we continue to be strong in mathematics whereas fifth grade has shown a dramatic improvement over the past five years. Since 2005 to 2009 on the CST in Mathematics the following are the increased scores per grade level: Second increased 6%, Third increased 8%, Fourth increased 10% and finally fifth grade increased 25%.

In analyzing all of our subgroups, each one has made progress on the CST in Language Arts over the past five year span from 2005 to 2009. Our African Americans increased 3%, Hispanics 14% increase, White students increased 12%, Socio-economically Disadvantaged students increased 22%, English Learners increased 2%, and Students with Disabilities increased 25%. Our CST in Mathematics continued to increase over the past five years from 2005 through 2009. Our African Americans increased 19%, Hispanics increased 19%, White students increased 15%, Socio-economically Disadvantaged students increased 29%, English Learners increased 9%, and Students with Disabilities increased 52%.

The First and Third Grades were tested on the CAT6 from 2005 – 2008. In Reading the First Graders' scores increased 20% from 66% to 86% and in Mathematics they increased 8% from 75% to 83%. Our third grade students made progress in Reading, their National Percentage was 52% in 2005 and grew 6% to 58% in 2008. In Mathematics, third grade students advanced from 73% in 2005 to 78% in 2008. The CAT6 Test was discontinued for the 2008-2009 school year by LAUSD due to budget cuts.

In addition to the STAR Program we use periodic assessment in Reading, Writing, Mathematics, and Science. Our bilingual students are tested on the California English Language Development Test (CELDT) to monitor progress in the acquisition of English. Our average reclassification rate for our English Learners from 2006/2007 was 13.2 and increased 16.7% to 29.9% in 2008/2009.



The California State Assessment data is available at [www.cde.ca.gov](http://www.cde.ca.gov)

## **2. Using Assessment Results:**

Superior has seen the powerful effect of using assessment data to guide instruction so students can reach their full academic potential. Assessment data and accountability to the California State Standards is the force that propels all decision making to enhance student learning and teaching. We continuously analyze summative and periodic assessment data, California State Standards, student work samples, monitor student progress, reflect on instructional practices, differentiate instruction based on students' needs, design multi-tiered intervention programs, implement accommodations, utilize resources, and collaborate within and across grade levels. Our Leadership Team meets regularly to review, disaggregate and monitor assessment data; set global school, grade level, and individual student goals; plan professional development, design intervention programs matched to students' needs, provide academic supports, target high achievement students and at-risk students, and make decisions about budgets. They collaborate with the staff during grade level meetings, professional development meetings, and faculty meetings. Teachers & Administrators meet on a weekly basis in both grade level teams and professional development to systematically analyze periodic assessment data, monitor student successes and challenges, plan instructional lessons based on assessment data, collectively grade writing and math constructed response questions to establish consensus and consistency, reflect and share successful strategies.

Monitoring of academic progress is a continuous cycle beginning with an in-depth analysis of the CST and the CAT6 and continuing with the Periodic Assessments in Language Arts, Writing, Mathematics, and Science, and the CELDT for English Learners. The Leadership Team disaggregates the CST, CAT6, and Science Assessment Data and develops a presentation illuminating the assessment data for the teachers. The teachers are able to analyze the successes and challenges, growth of their individual previous class and present class, target groups of students with matching needs for immediate intervention, set specific goals for their class and individual students, and across grade level articulation. The collaboration and focus on our summative and periodic assessment data has had a successful impact on student learning as evidenced by our continuous growth on our assessment data.

## **3. Communicating Assessment Results:**

Superior parents, students, and community members are regularly informed about student performance and assessment data. They are informed through The School Report Card, The School Accountability Report Card, District and School Handbooks, Grade Level brochures on the California State Standards, Back to School Night Powerpoint Assessment Presentation by the Principal, Back to School Night Teacher Presentations, via Monthly Newsletters, Parent/Teacher Conferences, CST and CAT6 Individual Reports to Families, Periodic Assessment Results to Students/Parents, 6 Week Assessment Reports, Report Cards, Open House and at School Site Council, English Learner Advisory Council, Compensatory Education Advisory Council, Local Leadership Council, and PTA . During Conferences teachers discuss with students and parents the meaning of the standardized test scores, report cards, and communicate individual student academic and social progress. Our Parent Conferences are well attended with over 95% attendance rate. Regular communication is sent to the parents or guardians through either weekly letters, daily agenda book communication for 2<sup>nd</sup>-5<sup>th</sup> grades, and letters reporting on students' individual progress on the periodic assessment in Language Arts, Math, and Science.

Not only do Teachers and the Leadership Team monitor student progress, but the lens extends to the School Site Council, the English Learner Advisory Council, the Compensatory Education Advisory Council, Local Leadership Council, and the PTA which is comprised of parents, community, and staff. Assessment Data is presented and analyzed in each of the councils to ensure that the resources, instructional programs, interventions, budget, and needs of the students are maximized for student success. The responsibilities and

accountability of the parents, teachers, and students is detailed in the Parent-Teacher-Student Compact titled “Success Through Shared Responsibility.”

Parents, Students, and Community can access information about Superior Street Elementary School through our website, [www.superiorstreetschool.com](http://www.superiorstreetschool.com), Los Angeles Unified School District’s Website, [www.lausd.k12.ca.us](http://www.lausd.k12.ca.us), or the California Department of Education’s Website, [www.cde.ca.gov](http://www.cde.ca.gov).

#### 4. **Sharing Success:**

**Superior’s “Quest for Excellence for ALL Students”** extends beyond our school to the entire educational community. As a Professional Learning Community we feel it is our responsibility to impart our successful practices and knowledge to educational colleagues in the United States of America. Superior has been a recognized leader in education, we have hosted many schools, educators, and principals. We will continue to open our doors to inspire and empower others. In our culture of continuous improvement and as lifetime learners, we refine our instructional practices to elevate student success.

We have been proud to be instrumental in affecting other schools, districts and teachers to elevate their practices. Los Angeles Unified School District (LAUSD) chose Superior to host Principals to visit our school, learn about our instructional practices, our success story in transforming teaching and student success, tour our classrooms, and discuss application to their own schools. Principals from various schools have had teachers at all grade levels come to visit Superior to learn from our instructional strategies, implementation, resources, tour our classrooms, and collaborate with our teachers. Our Leadership Team worked with the visiting teachers to determine their own goals and priorities for their visitation, to analyze application to their classrooms, to their grade levels, and to the whole school. In our Chatsworth Complex, Superior has been instrumental in developing professional development spanning across the collaboration of six elementary schools, two middle schools, high school, and continuation school in Writing, Math, and a Culturally Relevant Education. This school year, we are working with Universal Studios to develop a Universal Challenge for Success for all of the students in our Chatsworth Complex.

We embrace hosting visitors, sponsoring professional development, and partnering with the educational community. We look forward to sharing and exchanging ideas and “best practices” with others and advancing education for ALL students on our journey together.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Superior has a comprehensive, challenging, standards based curriculum and instruction that has at its core reading, writing, mathematics, science, and social studies. Across the curriculum, the California State Standards and the District Adopted State Approved Curriculum are the focus of all instruction and assessment. Our teachers regularly plan standardized based lessons within and across grade levels. Teachers design lessons utilizing core as well as supplemental materials. Our Single School Plan written by all stakeholders establishes high expectations for all students that far surpass District and State goals. Yearly we continue to exceed our Adequate Yearly Progress (AYP), Academic Performance Index (API), and continuous upward trend on the CST and CAT6, while meeting all Subgroups. We constantly reflect on our curriculum and instruction, always setting new milestones to reach higher levels of success for ALL students. Teachers deliver lessons that require high level thinking. As a School for Advanced Studies, we believe that whatever is the best for the best is the best for ALL. We continually believe in challenging our students to their highest potential.

Our comprehensive Language Arts Program is a systematic, research based program, Open Court Reading (OCR) a balanced program with its focus on phonics, comprehension skills and strategies, vocabulary, spelling, grammar, and writing. Grade level Teams collaborate and backwards plan all instruction and analyze weekly the success and challenges during grade level meetings and professional development. Student engagement is high through expert pacing and delivery; balance between direct, guided, and independent instruction; and paired, group, and individual work.

In Mathematics, mastery of skills, strategies, and problem solving are based on the California State Standards. Teachers deliver a comprehensive mathematics curriculum in which the core state adopted text is used in conjunction with standards based alignment using concrete hands-on approach, manipulatives, math journals, and interactive work with pairs and groups. Teachers expertly utilize supplemental materials from renowned mathematicians to solidify hands on learning. Students use math journals to record mathematical patterns, definitions of concepts, formulas, Teacher modeled examples, and mathematical reasoning. Quarterly Math Assessments, Publisher's Tests, Teacher Made Tests, and CST guide and inform instruction.

Science instruction incorporates the California State Standards at the core focusing on physical, life, and earth sciences. All grade levels utilize Foss Kits for hands-on lessons for student exploration, observation, group work, journal writing, peer discussions with accountable talk, and presentations to meet challenging standards. Since 40% of the 5<sup>th</sup> Grade CST Science Test is based on 4<sup>th</sup> grade standards, our students' 4<sup>th</sup> Grade science journals are saved and passed on to the 5<sup>th</sup> grade for reviewing.

The social studies curriculum follows the California Frameworks and State Standards and builds foundational concepts from community, city, state, and country from Kindergarten through Fifth grades. Students learn historic significance over time, their place in the world, intellectual reasoning, research, and reflection in conjunction with the history/social studies curriculum.

Through strategic planning teachers are able to thread other subject areas into the core curriculum. While maintaining the focus of Reading, Writing, and Mathematics we strategically incorporate Science, Social Studies, Health, Physical Education, English Language Development, and the Arts giving us a comprehensive program.

Superior is an ARTS Program School. We have specialized teachers in dance, music, drama, and art. They integrate ELA and Mathematics to address students' varied learning styles, interests, and abilities. We have seen students' test scores rise dramatically as a result of this integration of the arts.

Our physical education builds the California State Standards to increase students physical fitness, health, and well being. It is essential in combating childhood obesity, diabetes, and heart disease in children.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The Open Court Reading (OCR) is a balanced, systematic, and research based program that has been successful in transforming student achievement at Superior. OCR focuses on phonemic awareness, phonics instruction, vocabulary, spelling, comprehension, and writing. The effectiveness of OCR is evident on the Six Week Periodic Assessments, CST, CAT6, teacher made tests, and observations.

OCR was adopted district-wide eleven years ago due to its success rate, research embedded practices, and consistency across the district for student transiency. OCR is aligned with the California State Standards and instructional strategies and skills spiral within and across grade levels. Initial and ongoing professional development was given to increase teacher expertise. A literacy coach from 1998 until 2008 collaborated with our teachers by planning instruction, backwards planning, analyzing students' assessment data, and delivering professional development.

OCR incorporates many intricate parts to build comprehension. Teachers provide direct instruction in phonemic awareness, phonics, vocabulary, spelling, and fluency. Teachers differentiate instruction by preteaching, reteaching, and challenging our gifted and high-achievement students based on assessment data. Students practice fluency daily by choral reading, pair reading, and independent reading. Comprehension is specifically taught through skills and strategies so students can transfer knowledge to independent reading. Teachers present Thinking Maps and other graphic organizers to deepen comprehension. In the fourth grade OCR business unit, students deepen comprehension through an experiential team project of creating their own business plan, advertising, and selling products during a Business Day Event. 95% of the students are proficient/advanced on their writing assessment of developing a business plan as a result.

Our school-wide goal is for students to have a love of reading and literature throughout their lives. Superior enriches students love of literature by: Published student books, students meet in Literature Circles, Librarian reads to students weekly, students receive 3 free books from Nestle and Reading is Fundamental, hosted Literature Evenings, Twice Annual Book Fairs, Read Across America Week, and we have a State of the Art Library.

#### **3. Additional Curriculum Area:**

In order for students to be prepared to reach their full potential as a lifetime learner, they need to be able to have the logical and problem solving skills derived from a solid foundation in mathematics. Mathematics is a universal language that stretches across borders, languages, and time. Our strong and effective mathematics program has continued to close the achievement gap amongst all subgroups.

Our Math Program encompasses an understanding of the California State Standards and how they spiral through the grades. We target the essential skills for mastery and build a foundation in the previous grade for essential skills in the next grade. Our teachers empower their teaching and student learning by discussions across grade levels to analyze successes and challenges from the state and district assessment data throughout the year. We utilize our District adopted Program and targeted supplemental instructional materials to solidify learning. Math learning begins with concrete understanding using manipulatives, directed instruction, guided instruction, charts, thinking maps, visuals, math journals, pair and group interaction, accountable talk, and

technology integration. Abstract learning and mastery is achieved through practice, reflection, discussion, observations, preteaching and reteaching. Our Quarterly Math Assessments, publisher made tests, and teacher tests drive instruction. Teachers help students transfer and apply math concepts and skills to real life experiences to make learning meaningful. Students think like a mathematician and create problems for their classmates to solve in our third, fourth, and fifth grades. Problem solving is a challenging area and we break the problem into four quadrants so students can dissect the problem and the answer. Teachers collaborate to have consistency in scoring throughout each grade level. As a result, our students have reached 90% Proficient/Advanced level for their combined second through fifth grades on the CST in 2009 with an increase from 2005 to 2009 of 14%.

#### **4. Instructional Methods:**

Superior differentiates instruction for our subgroups as determined by State and District Assessments. We disaggregate data from the CST to gain a schoolwide perspective on each subgroup to determine goals. Based on September analysis, teachers group students by targeted skill areas for early intervention. Teachers choose five STARFISH who range from Below Basic or Basic Band to help swim to Proficiency Band by the end of the school year.

We set clear and high expectations for student achievement that match and exceed State Standards. Our staff uses a variety of instructional methods to differentiate instruction and learning including: good first direct instruction, guided practice, transference of knowledge across subject areas, preteaching, reteaching, small group instruction, individual instruction, peer tutoring, gifted instruction, and paraprofessional support.

We have a multi-tiered approach to intervention and prioritize needs to make sure that Title 1 socio-economically disadvantaged students, Latino, and other subgroups are given appropriate interventions. Students scoring in the Far-Below and Below Basic levels are given in-class interventions, learning lab, and/or after-school interventions. Students in the Basic level are given an after-school intervention program. We have weekly after-school intervention classes in Language Arts and Mathematics for struggling students in all grade levels.

Our English Learners have daily instruction using the Into English Program targeted to English language development levels. Specially Designed Academic Instruction English (SDAIE) strategies include graphic organizers, realia, Think-Pair-Share, and scaffolding. Our 2<sup>nd</sup>-5<sup>th</sup> grade English Learners have an after-school English Language Acquisition Program.

As a School for Advanced Studies, we differentiate instruction to challenge our gifted students. Teachers tie learning to a big concept and implement the Gifted Plan to add depth and complexity. Students look through the lens of the Gifted Icons to deepen their learning including patterns, change over time, and trends.

Superior maintains a strong commitment to our students with special needs. Students are accommodated according to their IEP by such things as: prompting, repeated directions, shortened assignments, extended time, small group instruction, and peer tutoring.

#### **5. Professional Development:**

Our Professional Learning Community collaboratively develops our Professional Development (PD) Plan which provides a shared vision and a framework of accountability. PD is focused on helping students meet and exceed the California State Standards.

Our PD planning begins with analyzing student data to identify trends and disaggregated subgroups' progress. This data along with teacher surveys are used to identify PD needs. Our PD focuses on Reading, Writing, Math, and differentiating instruction to meet diverse students' needs. During PDs teachers reflect in their PD

Journals and implement new practices in the classroom supported by coaches, colleagues, & administrators. PD goals are highlighted in the Staff's Weekly Bulletin. Monitoring and refinement of new instructional strategies and analysis of student achievement continue in grade level meetings. Teachers share best practices, analyze periodic and summative assessment data, grade writing and conceptual mathematics responses, work samples, develop grade level lessons, backwards plan, and discuss the implementation of newly acquired skills from Professional Development Meetings.

We have targeted Writing in PDs, as it was a challenge area. Our Literacy Coach, Principal and Teachers delivered PDs that included the following: How to write rubrics and criteria charts, the writing process, modeling, thinking aloud, exciting hooks to entice your audience, and direct writing instruction. As a result, our writing scores soared, as is evident in our District Periodic Writing Assessments and Fourth Grade State Writing Assessments.

We have focused many of our PDs on Reading Comprehension such as: Question Answer Relationships (QAR), Deepening Comprehension through Bloom's Taxonomy, Text to Text, Text to Self, & Text to World Relationships, Thinking Maps, and incorporating ELD strategies to meet the needs of diverse learners. Students' comprehension scores on standardized and district assessments continued an upward trend.

As a Professional Learning Community with our Chatsworth Complex, we were instrumental in planning, implementing, and evaluating PDs to address writing, math, and the academic achievement gap of Black and Latino students. As a result, student achievement went up across all our schools in the complex.

## **6. School Leadership:**

Superior embraces a leadership culture that has collaboration at its heart in order to facilitate the highest academic achievement for ALL students. The Principal is the leader, guiding facilitator, and disseminator of District and School Policies and Professional Development Priorities. The Principal, Assistant Principal, Coordinator, teachers, staff, parents, and community members share leadership and work together in the development of the School Vision, Mission, and the Single School Plan (SSP).

The Leadership Team (LT) meets monthly to develop instructional goals and priorities, analyze state and periodic assessment data, and provide professional development. Monthly meetings of shared decision making are held with the School Site and Advisory Councils to develop and monitor student success and make decisions related to budget, programs, and resources. Our Local Leadership Council is responsible for student discipline, scheduling, professional development and our instructional materials account. Teachers take an active role in leadership as Grade Level Chairpersons, Members of the Councils, Members of Committees, Coordinators, Literacy, Math and Science Lead Teachers, and serve as Mentors for Beginning Teachers. Elected representatives in Student Council take leadership roles as they create new ideas to improve the school community.

The Principal is passionately involved in all aspects of the school to increase student achievement; create a safe, clean, and caring school environment; and elevate education for ALL students and educators to reach beyond today's achievement towards tomorrow's possibilities. The Principal reaches out to the entire community by hosting Teachers, Principals, and Schools Visitation to Superior; writing and presenting Professional Developments for LAUSD; and attending professional development classes as a lifetime learner. The Principal visits classrooms; monitors, analyzes and disaggregates state and periodic assessment data; presents data to teachers, paraprofessionals, parents, and councils. She designs and implements intervention classes and new programs to meet the needs of all students. The Assistant Principal Elementary Instructional Specialist works with special and general education programs to ensure effective implementation of students' Individualized Education Programs.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	91	84	82	86
% Advanced	75	50	63	55	64
Number of students tested	73	77	84	82	95
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	82	84	74	79	77
% Advanced	65	34	49	47	55
Number of students tested	34	32	43	38	30
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	86	88	72	72	79
% Advanced	61	46	47	47	50
Number of students tested	28	41	43	36	33
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	77	75	54	50	92
% Advanced	46	25	38	42	66
Number of students tested	13	12	13	12	12
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	94	95	95	96	84
% Advanced	89	53	77	58	65
Number of students tested	18	19	22	24	32

Notes:

6. The largest other subgroup not listed above is White.

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	80	74	70	63
% Advanced	47	36	34	35	30
Number of students tested	73	77	84	82	95
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	71	69	56	66	50
% Advanced	38	28	19	24	14
Number of students tested	34	32	43	38	30
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	68	73	58	64	39
% Advanced	39	24	14	22	12
Number of students tested	28	41	43	36	33
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	54	50	38	33	50
% Advanced	23	25	0	8	22
Number of students tested	13	12	13	12	12
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	94	84	86	83	69
% Advanced	56	42	59	58	40
Number of students tested	18	19	22	24	32

Notes:

6. The largest other subgroup not listed above is White.



Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	82	82	78	82
% Advanced	63	60	58	56	53
Number of students tested	86	84	81	89	75
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	83	73	77	74	53
% Advanced	54	46	46	51	28
Number of students tested	35	37	39	44	17
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	87	77	78	76	72
% Advanced	57	41	44	41	50
Number of students tested	47	39	41	30	29
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced		64			74
% Advanced		45			50
Number of students tested		11			19
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	84	83	71	87	82
% Advanced	68	75	67	60	68
Number of students tested	19	24	21	31	28

Notes:

6. The largest other subgroup not listed above is White.

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	68	68	62	64	55
% Advanced	32	24	23	24	18
Number of students tested	87	84	81	89	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	47	54	49	55	24
% Advanced	19	14	10	20	0
Number of students tested	36	37	39	44	17
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	62	46	54	50	41
% Advanced	23	13	10	23	15
Number of students tested	47	39	41	30	29
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced		45			74
% Advanced		9			50
Number of students tested		11			19
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	58	79	71	73	61
% Advanced	26	33	33	27	25
Number of students tested	19	24	21	30	28

Notes:

6. The largest other subgroup not listed above is White.

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	88	85	93	89
% Advanced	77	63	61	64	75
Number of students tested	92	88	97	75	78
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	91	79	79	74	73
% Advanced	66	51	53	45	60
Number of students tested	47	39	47	31	26
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	85	80	76	84	77
% Advanced	60	52	55	55	66
Number of students tested	40	44	33	31	35
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced		58	67	89	65
% Advanced		25	33	56	60
Number of students tested		12	12	18	17
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	84	88	87	81
% Advanced	85	64	56	68	77
Number of students tested	18	25	32	31	26

Notes:

6. The largest other subgroup not listed above is White.

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	77	75	73	82
% Advanced	56	47	46	40	38
Number of students tested	92	88	97	75	78
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	77	64	68	55	65
% Advanced	45	31	36	26	28
Number of students tested	47	39	47	31	26
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	63	66	67	65	71
% Advanced	33	34	30	29	24
Number of students tested	40	44	33	31	35
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced		17	50	61	53
% Advanced		0	25	17	8
Number of students tested		12	12	18	17
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	85	76	78	68	73
% Advanced	67	56	50	45	41
Number of students tested	27	25	32	31	26

Notes:

6. The largest other subgroup not listed above is White.

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	86	72	77	68	66
% Advanced	44	32	35	36	35
Number of students tested	86	101	81	82	109
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	89	64	63	54	37
% Advanced	35	17	20	24	12
Number of students tested	37	47	35	41	41
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	85	65	71	56	48
% Advanced	23	12	26	31	24
Number of students tested	40	34	35	39	48
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			54	35	38
% Advanced			15	0	0
Number of students tested			13	17	24
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	92	74	80	65	66
% Advanced	64	38	37	35	34
Number of students tested	25	34	30	26	35

Notes:

6. The largest other subgroup not listed above is White.

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	70	50	54	56	63
% Advanced	33	31	22	15	26
Number of students tested	85	101	81	82	109
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	67	43	40	39	34
% Advanced	19	21	11	7	12
Number of students tested	36	47	35	41	41
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	64	38	40	33	46
% Advanced	18	18	17	5	22
Number of students tested	39	34	35	39	48
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			8	29	29
% Advanced			0	6	0
Number of students tested			13	17	24
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	76	56	63	69	66
% Advanced	44	38	27	19	22
Number of students tested	25	34	30	26	35

Notes:

6. The largest other subgroup not listed above is White.